



EASTSIDE HIGH

1300 Brushy Creek Road
Taylors, SC 29687

Grades	9-12 High School	
Enrollment	1,265 Students	
Principal	Michael Thorne	864-355-2810
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Excellent	Below Average
2009	Average	At-Risk
2008	Good	Average
2007	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
12	0	0	0	0

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	83.2%	83.8%	85.9%	83.2%	86.1%	88.1%
Passed 1 subtest (%)	9.3%	10.1%	9.4%	10.0%	8.1%	7.4%
Passed no subtests (%)	7.6%	6.1%	4.7%	6.8%	5.8%	4.5%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	93.2%	95.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	317	341	368	370
Number of Graduates in Cohort	241	257	292	300
Rate	76.0%	75.4%	79.5%	81.1%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	317	N/A	356
Number of Graduates in Cohort	N/A	248	N/A	286
Rate	N/A	78.2%	N/A	77.2%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	71.7%	84.4%
English 1	79.3%	79.0%
Biology 1/Applied Biology 2	81.8%	80.9%
Physical Science	58.6%	69.1%
US History and the Constitution	69.9%	63.6%
All Tests	71.8%	75.1%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,265)				
Retention rate	3.3%	Down from 5.3%	3.1%	3.4%
Attendance rate	95.7%	Down from 97.1%	94.7%	95.0%
Served by gifted and talented program	16.7%	Down from 23.4%	19.5%	12.4%
With disabilities other than speech	9.2%	Up from 8.8%	7.4%	9.9%
Older than usual for grade	6.1%	Down from 8.7%	4.6%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 1.1%	1.0%	0.9%
Enrolled in AP/IB programs	41.8%	Up from 38.5%	40.2%	13.0%
Successful on AP/IB exams	62.0%	Up from 57.6%	62.6%	51.7%
Eligible for LIFE Scholarship	33.0%	Down from 35.3%	37.3%	30.1%
Annual dropout rate	2.5%	Down from 5.1%	1.9%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	0.8%	2.9%
Enrollment in career/technology courses	448	Down from 477	657	419
Students participating in work-based experiences	0.7%	Down from 4.7%	3.9%	7.2%
Career/technology students attaining technical skills	85.0%	Up from 81.8%	84.2%	83.0%
Career/technology completers placed	N/A	N/A	99.1%	98.4%
Teachers (n=57)				
Teachers with advanced degrees	61.4%	Down from 66.2%	64.2%	61.1%
Continuing contract teachers	89.5%	Up from 80.9%	83.2%	80.6%
Teachers returning from previous year	86.1%	Up from 81.9%	90.0%	86.5%
Teacher attendance rate	95.1%	Down from 97.3%	95.2%	95.5%
Average teacher salary*	\$47,060	Down 1.1%	\$48,074	\$46,884
Professional development days/teacher	10.7 days	Up from 9.8 days	9.8 days	10.0 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	30.3 to 1	Up from 28.6 to 1	30.1 to 1	26.5 to 1
Prime instructional time	90.4%	Down from 94.3%	89.0%	89.3%
Dollars spent per pupil**	\$5,989	Up 5.5%	\$7,229	\$7,804
Percent of expenditures for teacher salaries**	57.6%	Down from 61.2%	59.0%	58.0%
Percent of expenditures for instruction**	58.9%	Down from 62.5%	61.2%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	76.0%	Down from 100.0%	97.8%	97.3%
Character development program	Below Average	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	Good	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	249	93.2%	1402	71.8%	317	76.0%	No
Gender							
Male	128	89.8%	690	69.7%	162	74.7%	N/A
Female	121	96.7%	671	72.7%	155	77.4%	N/A
Racial/Ethnic Group							
White	187	97.9%	908	80.2%	226	82.7%	N/A
African American	35	65.7%	277	50.9%	47	48.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	22	95.5%	175	56.6%	33	63.6%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	23	56.5%	100	40.0%	14	42.9%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	17	94.1%	125	49.6%	16	56.3%	N/A
Socio-Economic Status							
Subsidized meals	47	80.9%	449	53.7%	65	56.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Eastside High School is a top national comprehensive high school that offers a rigorous academic curriculum for all students. Our students excel academically, athletically and in the arts. Eastside is seen as a unique and strong learning environment for the 1,300 students who attend. Our staff seeks continuous professional advancement to further their craft. Our main thrust at Eastside is to improve student academic performance by emphasizing our three main priority areas – the diversification of teaching strategies; encouraging a climate of inclusiveness; and increasing student achievement.

We employ staff development centered on a Learning Focus instructional approach. Our elected leadership team and teacher-led action teams work to improve school climate, and they also examine school data in a continuous effort to improve academic achievement. We also maintain several significant partnerships with parent and community groups to strengthen home and school bonds.

Students were involved in numerous endeavors this year and received awards. Our 2011 graduates earned over \$7 million in scholarships to higher education. The class included three National Merit Finalists. Our students raised an incredible \$161,920 during Spirit Week for the Upstate Homeless Coalition. Every dollar raised went directly to the charity. All funds were raised through student-led activities in one week. In our student athletics, the boys' soccer team won the 2011 class AAA state championship. Our girls' soccer team finished in the top four in the state. Our baseball team went further than ever before into the playoffs.

Spanish instruction includes a cooperative effort between teachers and the Rosetta Stone Language Learning software to advance the development of second language acquisition. Social Studies teachers use Jackdaw primary source documents and a Learning Focus approach to instruction to make history relevant for each student. Science teachers utilize our state of the art lab facilities to provide students with hands-on learning, and our English department's inclusion of non-fiction reading offers students a new lens to view the world. Many of our teachers incorporate significant Learning-Focus instructional plans into the daily classroom instruction. The 2011-2012 school year promises new and exciting progress. With the aid of laptop carts for the classrooms and a strong cadre of experienced teachers as well as a few new ones, Eastside High sits well positioned to continue its forty year tradition of excellence as a highly successful educational institution. That why it is easy to say, "That it is great to be an Eastside Eagle".

Michael L Thorne, Principal
 Sam Coates, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	189	22
Percent satisfied with learning environment	100.0%	82.5%	81.0%
Percent satisfied with social and physical environment	98.1%	92.5%	81.0%
Percent satisfied with school-home relations	98.1%	89.8%	90.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

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School Adequate Yearly Progress	No
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This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	324	99.4	5.2	19.0	26.8	49.0	80.3	75.1	68.0	Yes	Yes
Male	155	98.7	6.3	25.7	29.9	38.2	74.3	70.3	63.1	N/A	N/A
Female	169	100.0	4.2	13.3	24.1	58.4	85.5	80.0	73.1	N/A	N/A
White	238	99.2	3.1	9.3	25.7	61.9	89.8	85.5	79.4	Yes	Yes
African American	57	100.0	10.9	50.9	29.1	9.1	49.1	54.2	51.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.3	83.2	I/S	I/S
Hispanic	25	100.0	12.0	40.0	28.0	20.0	60.0	65.7	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	72.7	66.4	I/S	I/S
Disabled	36	100.0	30.3	48.5	18.2	3.0	27.3	24.1	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	16	100.0	18.8	43.8	31.3	6.3	56.3	48.0	45.1	I/S	I/S
Subsidized meals	95	100.0	13.2	35.2	28.6	23.1	59.3	58.4	54.7	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	324	99.1	12.9	23.9	31.6	31.6	71.9	67.5	62.3	Yes	Yes
Male	155	98.1	13.9	27.8	25.7	32.6	66.0	66.2	61.4	N/A	N/A
Female	169	100.0	12.0	20.5	36.7	30.7	77.1	68.8	63.2	N/A	N/A
White	238	98.7	6.6	19.0	32.7	41.6	84.5	78.7	75.3	Yes	Yes
African American	57	100.0	32.7	36.4	29.1	1.8	34.5	42.6	42.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	88.5	84.3	I/S	I/S
Hispanic	25	100.0	28.0	44.0	16.0	12.0	36.0	60.2	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	90.9	64.1	I/S	I/S
Disabled	36	100.0	57.6	27.3	12.1	3.0	24.2	21.2	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	16	100.0	31.3	43.8	18.8	6.3	31.3	47.2	47.1	I/S	I/S
Subsidized meals	95	100.0	31.9	33.0	24.2	11.0	42.9	51.1	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	325	94.8	39.3	22.1	16.2	22.4	38.6	N/A	N/A	N/A	N/A
Male	156	93.6	39.7	21.9	16.4	21.9	38.4	N/A	N/A	N/A	N/A
Female	169	95.9	38.9	22.2	16.0	22.8	38.9	N/A	N/A	N/A	N/A
White	238	94.1	29.5	22.8	19.2	28.6	47.8	N/A	N/A	N/A	N/A
African American	57	98.2	67.9	21.4	8.9	1.8	10.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	26	92.3	70.8	16.7	4.2	8.3	12.5	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	37	73.0	85.2	7.4	3.7	3.7	7.4	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	17	88.2	80.0	20.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	96	92.7	62.9	23.6	4.5	9.0	13.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
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All Students	2010	301	99.7	7.2	20.3	33.0	39.5	80.4	71.3	65.9
	2011	324	99.4	5.2	19.0	26.8	49.0	80.3	75.1	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
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All Students	2010	301	99.0	12.4	21.4	30.7	35.5	74.5	64.6	62.3
	2011	324	99.1	12.9	23.9	31.6	31.6	71.9	67.5	62.3

* Adjusted to account for natural variation in performance.